

# Technology-Rich Unit Design and Classroom Observation Tool

(*trudacot*: like an apricot, only sweeter!)

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## Our Goal

Create a classroom walkthrough template and/or a unit (re)design template that will allow educators to assess technology integration within the context of higher-order thinking skills steeped in important disciplinary concepts

### A. Personalization / Individualization / Differentiation

- *Learning Goals*. Who selected what is being learned?
  - Students / Teachers / Both
- *Learning Activity*. Who selected how it is being learned?
  - Students / Teachers / Both
- *Assessment of Learning*. Who selected how students demonstrate their knowledge and skills and how that will be assessed?
  - Students / Teachers / Both
- *Technology Selection*. Who selected which technologies are being used?
  - Students / Teachers / Both

### B. Agency / Control / Ownership / Choice / Interest / Passion

- *Talk Time*. During the lesson/unit, who is the primary driver of the talk time?
  - Students / Teachers / Both
- *Work Time*. During the lesson/unit, who is the primary driver of the work time?
  - Students / Teachers / Both
- *Interest-Based*. Is student work reflective of their interests or passions?
  - Yes / No / Somewhat
- *Technology Usage*. Who is the primary user of the technology?
  - Students / Teachers / Both

### C. Communication

- *Audience*. How are students communicating?
  - Alone / In pairs / In triads / In larger groups

- If with others, with whom? (circle all that apply)
  - Students in this school / Students in another school / Adults in this school / Adults outside of this school
- *Communication Technologies.* Are digital technologies being used to facilitate the communication processes?
  - Yes / no
  - If yes, in which ways? (circle all that apply)
    - Writing / photos and images / charts and graphs / audio / video / multimedia / transmedia

#### **D. Collaboration (co-working, co-creating; more than just communication)**

- *Collaborators.* How are students working?
  - Alone / In pairs / In triads / In larger groups
  - If with others, with whom? (circle all that apply)
    - Students in this school / Students in another school / Adults in this school / Adults outside of this school
  - If with others, who is managing collaborative processes (planning, management, monitoring, etc.)?
    - Students / teachers / both
- *Collaborative Technologies.* Are digital technologies being used to facilitate collaborative processes?
  - Yes / No / Somewhat
  - If yes, in which ways? (circle all that apply)
    - Online office suites, email, texting, wikis, blogs, videoconferencing, mindmapping, curation tools, project planning tools, other

#### **E. Authenticity / Relevancy**

- *Real or Fake.* Is student work authentic and reflective of that done by real people outside of school?
  - Yes / No / Somewhat
- *Contribution.* Does student work make a contribution to an audience beyond the classroom walls to the outside world?
  - Yes / No / Somewhat

#### **F. Discipline-Specific Inquiry**

- *Domain Knowledge.* Are students learning discipline-specific and -appropriate content and procedural knowledge?
  - Yes / No / Somewhat
  - If yes, is student work focused around big, important concepts central to the discipline?

■ Yes / No / Somewhat

- *Domain Practices.* Are students utilizing discipline-specific and -appropriate practices and processes?
  - Yes / No / Somewhat
- *Domain Technologies.* Are students utilizing discipline-specific and -appropriate tools and technologies?
  - Yes / No / Somewhat

## **G. Critical Thinking (HOTS + metacognition) / Creativity / Initiative / Entrepreneurship**

- *Deeper Thinking.* Do student learning activities and assessments go beyond facts, procedures, and/or previously-provided ways of thinking?
  - Yes / No / Somewhat
- *Creativity.* Do students have the opportunity to design, create, make, or otherwise add value that is unique to them?
  - Yes / No / Somewhat
- *Initiative.* Do students have the opportunity to initiate, be entrepreneurial, be self-directed, and/or go beyond given parameters of the learning task or environment?
  - Yes / No / Somewhat
- *Metacognition.* Do students have the opportunity to reflect on their planning, thinking, work, and/or progress?
  - Yes / No / Somewhat
  - If yes, can students identify what they're learning, not just what they're doing?
    - Yes / No / Somewhat

## **H. Technology**

- *Technology as Means, Not End.* When digital technologies are utilized, do the tools overshadow, mask, or otherwise draw the focus away from important learning?
  - Yes / No / Somewhat
- *Technology Adds Value.* Does technology add value so that students can do their work in better or different ways than are possible without the technology?
  - Yes / No / Somewhat
- *Meaningful Technology Usage.* Are digital technologies utilized appropriately and meaningfully for the learning tasks?
  - Yes / No / Somewhat

## **I. Assessment**

- *Alignment.* Are standards, learning goals, instruction, learning activities, and assessments all aligned, both topically and cognitively?
  - Yes / No / Somewhat
- *Authentic Assessment.* Are students creating real-world products or performances?

- Yes / No / Somewhat
- *Assessment Technology.* Are digital technologies being used to facilitate the assessment process?
  - Yes / No / Somewhat